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ABSTRACT

This report describes the nature and extent of formal social service support provided to families with children enrolled in one of the following School District of Philadelphia early childhood programs: Child Care, Follow Through, Get Set Day Care, and Prekindergarten Head Start. This report covers the period September 1, 1976 through June 30, 1977. In the body of the paper, comprehensive summary data for all programs is presented. In the appendices, each program is discussed individually and specific data relating to each program site is presented. Data include the nature of contacts between parents and social service workers (e.g. home visits, phone contacts), percentage of families identified as needing help, and the percentage of these families provided with help. Data indicate that the patterns of social service worker-parent contacts show considerable variation across programs in both pattern and extent of contacts. (SB)

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REPORT OF EARLY CHILDHOOD PROGRAMS SOCIAL SERVICES 1976-1977

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Report Number 7841

October, 1977

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ABSTRACT

Information on the Social Service components of School District of Philadelphia Early Childhood Programs for the 1976-1977 school year was gathered from a record form developed by the Early Childhood Evaluation Unit. These records allow an examination of the relationships between Social Service Workers and parents based on the patterns of Parent-Worker contacts.

In the Child Care Program, most contacts centered around "Admissions and Recruitment" and were either "Phone Contacts" or "Center Conferences." One third of the contacts made by Follow Through workers were for the purpose of "Program Information/Home School Liaison." Of these, about half were home visits, one third "Phone Contacts" and one fifth "Telephone Conferences." In Get Set Day Care, almost all contacts were recorded as "Home/School Liaison," and those contacts were almost invariably "Phone Contacts" or "Center Conferences." "Children's Attendance" and "Admissions and Recruitment" were the reasons for more than two thirds of the contacts made by Prekindergarten workers, and the common mode of contact was either a phone call or home visit.

In addition to the variation that occurred between programs in the patterns of contacts, variation in the extent of contacts also occurred. Families with children in Get Set Day Care were in contact with a Social Service Worker an average of six times in the course of the school year. Averages for Prekindergarten Head Start, Child Care and Follow Through were six, four, and three respectively. In making these contacts, each Head Start worker made an average of 1302 family contacts, each Follow Through worker an average of 792, each Child Care worker an average of 425, and each

Get Set worker an average of 3.78. Since the programs falling at the extremes have similar emphases overall and serve similar populations, these findings provide an opportunity for program administrators to examine the practices involved and determine whether the differences represent intended applications of program policy.

INTRODUCTION

This report will describe the nature and extent of the formal (e.g., that which is part of a specifically funded program component) social service support provided to families with children enrolled in the following School District of Philadelphia Early Childhood Programs:

1. Child Care
2. Follow Through
3. Get Set Day Care
4. Prekindergarten Head Start

Parent Cooperative Nurseries, Follow Through Expansion, and Follow Through Primary Skills are not included because they lack formal social service program components.

The Early Childhood Evaluation Unit (ECEU) collected and analyzed social service data to meet three basic goals: 1) To provide uniform comprehensive information for all School District Early Childhood programs. 2) To provide program personnel with objective data with which to evaluate current efforts and to make plans for improving the service delivery system. 3) To provide documentation of program services necessary for the assessment of objectives set by outside funding sources.

This report covers the period September 1, 1976 through June 30, 1977. In the body of this report, only comprehensive summary data for all programs will be presented. In the appendices, each program is discussed individually and specific data relating to each program site is presented.

The description of the relationships between Social Service Workers and parents presented here is based upon an examination of patterns of Parent-Worker

contacts. These contacts, as reported by the Social Service Workers, serve to describe both the areas of family need which a worker might be called on to address, and the specific strategy/methodology the workers used in attempting to meet those needs.

Two different styles of reporting data are employed: A) Whenever a percentage figure is used, it will be based on the total contacts for the program. B) Frequencies within a program category will be discussed comparatively without using numerical percentages.

A BRIEF COMPARISON OF PROGRAMS COVERED

The four programs to be discussed serve children of different ages and vary in size and number of staff members. Table 1 gives basic information about the programs to lend perspective to the following descriptions.

Table 1

CHARACTERISTICS OF PROGRAMS WITH SOCIAL SERVICE COMPONENTS

	Child Care	Follow Through	Get Set	Prekindergarten Head Start
Ages of Children Served	Infancy to School Age	Kindergarten to Grade 3	3 Years Through School Age	3 Years to 5 Years
Number of Children	1758	5389	4520	846
Number of Sites	17	18	92	18
Number of Social Service Workers	12	18*	62	3
Ratio of Social Service Workers to Children	1:147	1:299	1:73	1:282

*This total includes three workers whose responsibilities included children not in Follow Through.

DATA COLLECTION FORMS

Two data collection forms were used:

A. For Child Care, Follow Through and Prekindergarten Head Start, information was collected monthly (quarterly for Head Start) on a form developed by ECEU in collaboration with program representatives.

This record form was designed so that a Social Service Worker noted each of his/her parent contacts on a grid, and by so doing, simultaneously recorded both the content of the interaction, such as a child's poor attendance, as well as the method of the contact (e.g., phone call or home visit). These two aspects of a single contact are referred to respectively as the "Presenting Problem" and the "Method of Giving Help." In recording data, Social Service Workers categorized "Presenting Problems" in seven general areas:

1. Child Attendance Problems -- This includes any attendance-related situation which would prevent the child from deriving the maximum benefits from a program, such as chronic absence or lateness.

2. Child's Physical Health -- This would include illness, injury, excessive sleepiness, nutritional concerns, etc.

3. Child's Mental Health -- This category included only cases where the child had been diagnosed as learning disabled by a mental health professional.

4. Family Problems -- Situations concerning relationships among family members were recorded in this category.

5. Home/School Liaison -- This category was for contacts where the worker informed parents about aspects of the program, or situations where they acted as a link between home and school, (collecting trip slips etc.).

6. Information About Community Agencies -- When a worker informed a parent about how to secure adequate housing, financial support, food stamps etc. by using a local agency, the contact would be recorded in this category.

7. Admission/Recruitment -- This category was for contacts made to process children and place their name on the center/school's roll and contacts made for the purpose of enrolling new children.

B. For Get Set Day Care, data was collected from the preexisting "Social Services Personal Monthly Report". Submitted monthly by each Get Set Worker. Though the forms allow for the recording of similar information, the difference in format between this form and the ECEU developed form does not permit the inclusion of Get Set in certain categories of comparatively reported data.

BASIC DESCRIPTORS OF A SOCIAL SERVICE COMPONENT (Presenting Problems):

Table 2 shows the number and percent of contacts in each category of need for Child Care, Follow Through and Head Start. The Get Set program is not included here because of the differences in the recording systems.

Table 2

CONTACTS MADE BY SOCIAL SERVICE WORKERS
NUMBERS OF PARENT CONTACTS RELATED TO TYPES OF PRESENTING PROBLEMS

	Child Care		Follow Through		Head Start	
	N	%	N	%	N	%
Child Attendance	530	10.4	3135	22.0	1461	37.4
Child Physical Health	396	7.8	2660	18.7	168	4.3
Child Mental Health	107	2.1	332	2.3	4	.1
Family Problems	435	8.5	1495	10.5	191	4.9
Home/School Liaison	712	14.0	4720	33.1	612	15.7
Need for Information About Community Agencies	268	5.3	1069	7.5	201	5.1
Admission/ Recruitment	2646	51.9	837	5.9	1268	32.5
Total	5094	100.0	14248	100.0	3905	100.0

Admissions/Recruitment was the most frequently recorded "Presenting Problem" in the Child Care program, accounting for about one half of all contacts. Child Attendance and Home/School Liaison combined, accounted for an additional one quarter. Three "Presenting Problems"; Home/School Liaison (33.1%), Child Attendance (22%) and Child Physical Health (18.7%) comprised most (73.7%) of the worker-parent contacts in the Follow Through program. In Prekindergarten Head Start, approximately 70% of the recorded contacts were split between Child Attendance (37.4%) and Admission/Recruitment, (32.5%).

In Follow Through and Head Start, relatively large numbers of contacts center around Child Attendance problems, (22.0% and 37.4% respectively), while in the Child Care program, only 10% of contacts are attendance-related. This may in part be explained by the fact that in all of the Child Care Centers, parents are either working or in training and need child care in order to keep their jobs, and in all except the 3 centers funded by Title XX, tuition is charged based on the parents' income. Other possibilities are that this dramatic difference in attendance-related contacts is the result of differences in program content, the population served or a combination of factors.

In the Follow Through program, the comparitively few contacts (5.9%) concerning Admissions/Recruitment would suggest this procedure is automatic and not a major concern of Social Service Workers. This is in fact the case, since enrollment in Follow Through is linked to public school enrollment, and the workers' concern in this area is recruitment of new kindergarten children. The relatively high frequency of Home/School Liaison in Follow Through is probably related to the fact that the maintenance of an ongoing contact between parents and school is the Social Service Workers' primary function.

NATURE OF CONTACTS BETWEEN PARENTS AND SOCIAL SERVICE WORKERS (Method of Giving Help)

As workers recorded the content of their parent-contacts they simultaneously recorded the mode of the contact in one of three categories. Face to face contacts were recorded as either a "Conference at Center," (which could be anything from a formal prearranged conference to a casual chat at the doorway), or a "Home Visit." "Phone Contact" included all calls to or from parents where the content was of a social service nature. Table 3 summarizes these contacts.

Table 3

NATURE OF CONTACTS BETWEEN PARENTS AND SOCIAL SERVICE WORKERS

	Child Care		Follow Through		Get Set		Head Start	
	N	%	N	%	N	%	N	%
Phone Contact	2443	48.0	4678	32.8	12564	53.6	1569	40.2
Home Visit	0	0	6792	47.7	1184	5.1	1457	37.3
Conference at Center	2651	52.0	2783	19.6	9672	41.3	879	22.5
Total Family Contacts	5094	100.0	14248	100.1*	23420	100.1*	3905	100.0

* Percentages do not total 100 due to rounding.

In Child Care, contacts are split almost evenly between Phone Contacts (48.0%) and Conference at Center (52.0%), and there are no recorded Home Visits. This reflects child care program policy which encourages the parents to come to the center regularly to discuss progress and problems.

Get Set recorded 5.1% of their contacts as Home Visits, with the remainder divided between Phone Contacts (53.6%) and Conference at Center (41.3%). Both Follow Through and Head Start had a relatively even distribution of "Method of Giving Help" across the three possible contact modalities.

There are two contact patterns evident: (A) The presence of two types of contact and (B) the presence of all three types of parent-worker contact. Child Care and Get Set are similar, with minimal use of Home Visits and a fairly even division between Phone Contacts and Center Conferences. Follow Through and Head Start make up the second pattern which demonstrates a significant use of Home Visits as well as making use of the other means for parent contact.

Using the "Total Family Contacts" data from Table 3, the information in Table 1 relating to the number of social service workers, and the number of families (derived by multiplying the number of children by .83, a constant developed by matching address and and last name for a sample of several hundred children from a diverse group of centers), two averages which allow comparison of programs were developed. These are the average number of parent contacts made by each Social Service Worker and the average number of times each family was contacted. Table 4 displays these averages.

Table 4

AVERAGE NUMBER OF CONTACTS/WORKER - AVERAGE NUMBER OF CONTACTS/FAMILY

	Average Number of Contacts/Worker		Average Number of Contacts/Family	
Child Care	424.5	(12 workers)	3.5	(1459 families)
Follow Through	791.6	(18 workers) *	3.2	(4473 families)
Get Set	377.7	(62 workers)	6.2	(3752 families)
Head Start	1301.7	(3 workers)	5.6	(702 families)

* This figure includes three workers whose responsibilities included children not in Follow Through.

These averages demonstrate the relationships between the number of members on the social work staff, the numbers of families for which they are responsible and the numbers of contacts that took place. Program comparisons using these figures show, for example, that both in the case of the 702 Head Start families and 3752 Get Set families, each family was in contact with a social service worker approximately 6 times.

In accomplishing this, each of the 62 Get Set workers made an average of 378 family contacts in the 1976-1977 school year while each of the 3 Head Start workers made an average of 1300 family contacts in the same time period. Each of the 1459 Child Care families and the 4473 Follow Through families was in contact with a social service worker an average of 3-4 times; each of the 12 Child Care workers making an average of 425 contacts, and each of the 18 Follow Through workers making an average of 792 family contacts.

It is important to bear in mind that the recorded contacts are not necessarily initiated by the social service workers, and thus high contact rates may reflect parent attitudes or styles rather than program effort.

Some other aspects of the Social Service Components are highlighted by these data.

A) Get Set and Head Start, whose populations are for the most part restricted to children below school age, demonstrate higher family contact rates than the other programs which include, (or in the case of Follow Through are devoted to) school age children.

B) Though it might be assumed that a Home Visit would be the most time consuming type of parent-worker contact, Head Start, with 37% of

all contacts being Home Visits, made almost as many parent contacts as Get Set which had a 5% Home Visit rate.

C) Head Start and Follow Through, which had the highest Home Visit rates, also had the two higher rates of Average Number of Contacts/ Worker.

To describe Social Service components as completely as possible, data regarding the frequency of contacts between Social Service Workers and program staff, or personnel from other agencies, are discussed in brief.

In the case of Follow Through, 22.2% of their total recorded contacts were with other Follow Through staff or outside agencies. The percentage of such non-parent contacts was 32.8% for Child Care and 32.1% in the case of Prekindergarten Head Start. For the Get Set Day Care program, 46.7% of all recorded contacts were with program staff or personnel from outside agencies (non-parent contacts). It is clear that the programs vary concerning the degree to which the Social Service Workers are involved with non-parent contacts both internal (program staff) and external (outside agencies), and the range of this variation is from 22.2% to 46.7% of total program contacts.

Reasons for these differences are not certain, but may depend on the programs' organization, responsibilities and/or focus.

The preceeding summaries compare the programs separately on each of the two dimensions of Social Service Worker-Parent interaction ("Presenting Problem" and "Method of Giving Help"). Data in appendices allow examination of the relationships between these two separate dimensions of parent contact for <u>each individual program</u>. These can be summarized as follows:

Child Care--More than one half of all contacts made were related to Admissions and Recruitment and those contacts were fairly evenly divided between phone contacts and conferences at the center.

Follow Through--One third of all family contacts were for the purpose of Program Information, Home/School Liaison. Three fourths of those were evenly divided between Phone Contacts and Home Visits, and the remainder took the form of Conferences at the Center.

Get Set Day Care--Almost all family contacts were recorded as Program Information, Home/School Liaison. Almost two thirds of these contacts were made by telephone, and one third were Conferences at the Center.

Prekindergarten Head Start--More than two thirds of the family contacts were due to either Children's Attendance Problems or issues surrounding Admissions and Recruitment, and in both cases, the common mode of contact was either a phone call or a home visit.

FAMILIES IDENTIFIED AS NEEDING HELP

Each Social Service Worker was asked to give a count of the number of families who, in their opinion, needed help of a social service nature, and to record the number of families actually provided help. Tables 5 and 6 summarize these counts.

Table 5

FAMILIES IDENTIFIED AS NEEDING HELP OF A SOCIAL SERVICE NATURE

Child Care		Follow Through		Head Start	
N	% of Total Population	N	% of Total Population	N	% of Total Population
774	14.2	2160	48.4	782	97.6

Table 6

FAMILIES IDENTIFIED AS NEEDING HELP WHO WERE PROVIDED HELP

Child Care		Follow Through		Head Start	
N	% of Those Identified	N	% of Those Identified	N	% of Those Identified
163	87	1777	82.3	5C0	63.9

Differences are apparent, with Head Start workers identifying almost all of the population, Follow Through, almost one half and Child Care less than 15%.

Child Care and Follow Through reported helping more than 80% of those they felt were in need, and Head Start workers reported giving help to 63.9% of those identified.

From this data as well as that in Table 1, it can be shown that help was given to 11.2 % of families with children in Child Care, 39.7% of families with children in Follow Through, and 71.2% of families with children in Head Start.

These comparisons must be made cautiously however, because the definitions of "needing help" and "help provided" were only generally outlined, and different social service workers may have applied different criteria.

SUMMARY AND CONCLUSIONS

The patterns of Social Service Worker -- Parent contacts for Child Care, Follow Through, Get Set and Prekindergarten Head Start show considerable variation. In the Child Care programs, most of the contacts centered around admissions and recruitment and these contacts were either phone conferences, or conferences at the center. Home visits are not encouraged in this program, but since all of the Social Service Workers are trained social workers, it may be that the content of the contacts is qualitatively different from that of other programs where the personnel have less training.

One third of the contacts made by Follow Through workers was for the purpose of "Program Information, Home/School Liaison." Of these, about half were home visits, one third phone contacts and one fifth telephone conferences.

In the case of Get Set Day Care, although a different information gathering system did not allow for comparable data in every case, almost all of the contacts were recorded as "Program Information, Home/School Liaison," and almost invariably were "Phone Calls" or "Center Conferences."

Concerns over "Children's Attendance" and "Admissions and Recruitment" were the reasons for more than two thirds of the contacts made by Prekindergarten Head Start workers. The common mode of contact was either a phone call or a home visit.

In addition to the variation that occurred between programs in the patterns of contacts, variation in the extent of contacts also occurred. Families with children in Get Set Day Care were in contact with a Social

Service Worker an average of six times in the course of the school year. Averages for Prekindergarten Head Start, Child Care and Follow Through were six, four, and three respectively. In making these contacts, each Head Start worker made an average of 1302 family contacts, each Follow Through worker an average of 792, each Child Care worker an average of 425, and each Get Set worker an average of 278.

APPENDIX A

(CHILD CARE) CHILD CARE SOCIAL SERVICE COMPONENT
1976-1977

More than 1700 children from infancy through schoolage attended the seventeen School District of Philadelphia Child Care Centers. The families of these children were provided Social Service Support by a team of twelve Social Service Workers who received ongoing training and supervision from a Social Service Coordinator.

Social Service information was collected monthly using the form developed by the Early Childhood Evaluation Unit. One initial training session was held with the entire Social Service staff and thereafter information was channeled through the Social Services Coordinator.

A summary of these data appears in table A-1 which displays the relationships between the areas in which parents needed help and the method that was used to provide service. More than one half of the total contacts centered around Admissions and Recruitment and the mode of contact was either a Phone Contact or a Center Conference. Thirteen percent of the contacts were for the purpose of Program Information, Home/School Liaison and these contacts were made by phone almost twice as often as they were by a center conference. This pattern was the same for the ten percent of the contacts centered around Child Attendance Problems, the 8.1 percent concerned with Child's Physical Health and the six percent related to Information About Community Agencies.

An opposite pattern, with Center Conferences predominating over Phone Contacts occurred in the cases of contacts in reference to Child's Mental Health (2.4% of total) and Family Problems (8.8%).

Table A-2 displays data relating to the types of presenting problems to which Social Service Workers responded. The data is listed for individual centers:

The greatest number of contacts were made for the purpose of Admission and Recruitment in all centers except for Rosen and Whittier. The predominant contact reason in those centers was Home/School Liaison.

Blankenburg reported the greatest percentage of contacts relating to child attendance with Patterson, Kirkbride and Franklin also high in this area. King reported no attendance - related contacts and Sullivan less than 2%.

Kirkbride reported that 20% of all contacts were because of concerns about the child's health but reported no Home/School Liaison contacts and less than 1% of all concerned with Family Problems.

Forrest, Fox Chase and McDaniel reported relatively high percentages of contacts centering around Family Problems.

TABLE A-1

CHILD CARE

AREAS IN WHICH PARENTS NEEDED HELP AND THE METHODS EMPLOYED BY SOCIAL SERVICE WORKERS TO GIVE HELP

Areas in Which Help was Needed	Method of Giving Help							
	Parent Contacts by Phone Only		Home Visits		Parent Conferences at Center		Total Contacts	
	N	%	N	%	N	%	N	%
Child's Attendance Problems	305	5.7	0	0	225	2.9	530	10.0
Child's Physical Health	254	4.8	0	0	142	1.8	396	8.1
Child's Mental Health	26	.5	0	0	81	1.0	107	2.4
Family Problems	128	2.4	0	0	307	3.9	435	8.8
Program Info. Home/ School Liaison	406	7.6	0	0	306	3.9	712	13.6
Information About Community Agencies	130	2.4	0	0	138	1.8	268	6.0
Admissions and Recruitment	1194	23.4	0	0	1452	28.5	2646	51.9
TOTALS	2443	45.9	0	0	2651	49.9	5094	100.1

TABLE A-2

NUMBER OF PARENT CONTACTS MADE BY CHILD CARE SOCIAL SERVICE WORKERS
RELATED TO TYPES OF PRESENTING PROBLEMS

	CHILD ATTENDANCE		CHILD'S PHYSICAL HEALTH		CHILD'S MENTAL HEALTH		FAMILY PROBLEMS		HOME/SCHOOL LIAISON		NEED FOR INFORMATION ABOUT COMTY. AGENCIES		ADMISSION AND RECRUITMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Allen	46	11.0	54	12.9	22	5.3	34	8.1	56	13.4	57	13.6	149	35.6	418
Blankenburg	51	37.5	7	5.1	1	.73	2	1.5	4	2.9	6	4.4	65	47.8	136
Cramp	23	6.8	16	4.8	1	.3	13	3.9	13	3.9	3	.9	267	78.6	336
Forrest	17	4.8	19	5.4	6	1.7	69	19.4	13	3.7	14	3.9	217	61.1	355
Fox Chase	7	6.3	6	5.6	2	1.8	23	22.3	24	21.4	2	1.8	48	42.8	112
Franklin	137	17.1	50	6.3	27	3.4	4	.5	0	0	20	2.5	561	70.2	799
Harriety	22	6.9	26	8.2	17	5.3	20	6.3	25	7.8	12	3.8	197	61.8	319
King	0	0	23	14.5	6	3.8	4	2.5	35	22.0	1	.6	90	56.6	159
Kirkbride	57	17.8	64	20.0	7	2.2	2	.6	0	0	30	9.4	160	50.0	320
McDaniel	41	14.3	8	2.0	3	1.0	62	21.5	9	3.1	14	4.9	149	52.1	286
Pastorius	5	3.4	4	2.9	0	0	20	13.4	46	30.8	16	10.7	58	38.9	149
Patterson	20	20.6	2	2.1	0	0	8	8.2	0	0	0	0	67	69.1	97
Rosen	71	7.3	89	9.2	13	1.3	100	10.4	355	36.7	66	6.8	272	28.2	966
Sullivan	2	1.3	5	3.3	2	1.3	16	10.6	27	17.9	5	3.3	94	62.3	151
Webster	25	7.0	18	5.0	0	0	36	10.0	50	14.0	5	1.4	225	62.7	359
Whittier	6	4.5	5	3.7	0	0	22	16.7	55	41.6	17	12.9	27	20.1	132
TOTAL	533	10.4	396	7.8	107	2.1	435	8.5	712	14.0	268	5.3	2696	52.9	5094

A-4

APPENDIX B

(FOLLOW THROUGH)

FOLLOW THROUGH SOCIAL SERVICE COMPONENT
1976-1977

During the 1976-1977 School year more than 5000 children from kindergarten through grade 3 were enrolled in the 18 "original" Follow Through schools. The parents of these children were provided with social service support by 18 Social Service Workers--one in each school. (In three schools, the Social Service Worker had additional responsibility for families who did not have children in Follow Through.)

Social Service information was collected monthly using the form developed by the Early Childhood Evaluation Unit. Two Follow Through Field Assistants assisted in the data collection by meeting monthly with the Social Service Workers and helping them record the required information.

A summary of these data appears in Table B-1 which displays the relationships between the areas in which parents needed help and the method that was used to provide service.

One third of the reported contacts were made for the purposes of Program Information, Home/School Liaison, and these contacts were usually in the form of a Home Visit or a Phone Contact. Attendance Problems accounted for 22% of the contacts and the predominant contact form here was a Home Visit. Home Visits were also the most common method for handling the 19% of the contacts which centered around the Child's Physical Health.

The most common problems were the need for Program Information (33%), Attendance Problems (22%) and concerns about Physical Health (19%). The most common method of giving help was through a Home Visit (44%) or less

frequently a Phone Contact (30%).

Table B-2 displays information relating to the types of presenting problems to which Social Service Workers responded. Data is presented for each individual site so that Follow Through program staff may compare centers based on the reported data. Such judgments should take into account other factors such as the number of children at a school and illnesses among Social Service staff.

TABLE B-1

FOLLOW THROUGH (ORIGINAL)

AREAS IN WHICH PARENTS NEEDED HELP AND THE METHODS EMPLOYED BY SOCIAL SERVICE WORKERS TO GIVE HELP

Areas in Which Help was Needed	Method of Giving Help							
	Parent Contacts by Phone Only		Home Visits		Parent Conferences at Center		Total Contacts	
	N	%	N	%	N	%	N	%
Child's Attendance Problems	1003	7.0	1822	12.8	310	2.2	3135	22.0
Child's Physical Health	657	4.6	1677	11.8	326	2.3	2660	18.7
Child's Mental Health	63	.4	170	1.1	99	.6	332	2.3
Family Problems	516	3.3	616	4.0	363	2.3	1495	10.5
Program Info. Home/ School Liaison	1794	12.6	1796	12.6	1130	7.9	4720	33.1
Information About Community Agencies	381	2.5	370	2.4	318	2.1	1069	7.5
Admissions and Recruitment	259	1.6	341	2.2	237	1.5	837	5.9
TOTALS	4673	30.1	6792	43.8	2783	17.9	14248	

TABLE B-2

NUMBER OF PARENT CONTACTS MADE BY FOLLOW THROUGH SOCIAL SERVICE WORKERS
RELATED TO TYPES OF PRESENTING PROBLEMS

SITE	CHILD ATTENDANCE		CHILD'S PHYSICAL HEALTH		CHILD'S MENTAL HEALTH		FAMILY PROBLEMS		HOME/SCHOOL LIAISON		NEED FOR INFORMATION ABOUT COMTY. AGENCIES		ADMISSION AND RECRUITMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Arthur	317	46.1	117	17.0	8	1.2	29	4.2	114	16.6	40	5.8	63	9.2	688
Drew	174	33.0	147	27.9	2	.4	36	6.8	97	18.4	27	5.1	44	8.3	527
Duckrey	528	47.8	313	28.4	0	0	33	3.0	213	19.3	4	.4	13	1.2	1104
Dunbar	23	15.4	15	10.1	18	12.1	9	6.0	52	34.9	0	0	32	21.5	149
Elverson	245	22.5	187	17.2	3	.3	71	6.5	434	39.9	132	12.1	15	1.4	1087
Ferguson	65	15.0	17	3.9	6	1.4	30	6.9	251	55.8	3	.8	61	15.0	433
Fulton	205	19.9	221	21.5	22	2.1	118	11.5	272	26.5	122	11.9	68	6.6	1028
Harrison	146	17.4	147	17.5	18	2.1	88	10.5	346	41.3	67	8.0	26	3.1	838
Kearny	13	3.2	36	8.7	8	1.9	107	26.0	212	51.5	34	8.3	2	.5	412
Kelly	119	14.3	97	11.6	0	0	209	25.0	223	26.7	111	13.3	76	9.1	835
Ludlow	458	30.5	239	15.9	39	2.6	61	4.1	590	39.5	91	6.1	24	1.6	1502
McMichael	30	3.1	392	39.7	2	.2	8	.8	513	51.9	43	4.4	0	0	988
Nebinger	52	9.4	50	9.1	6	1.1	228	41.4	205	37.2	1	.18	9	1.6	551
Pratt-Arnold	38	26.0	12	8.2	0	0	33	22.6	17	11.6	43	29.5	3	2.1	146
Stanton	368	19.1	136	7.1	4	.2	196	10.1	785	40.6	158	8.2	286	14.8	1933
Waring	29	10.9	70	26.0	29	10.9	4	1.5	85	31.6	46	17.1	6	2.2	269
Wilson	237	30.0	192	24.3	65	8.2	109	13.8	132	16.7	6	.8	48	6.1	789
Wister	88	9.1	272	28.1	102	10.5	126	13.0	179	18.5	141	14.6	61	6.3	969
TOTAL	3135	22.0	2660	18.7	332	2.3	1495	10.5	4720	33.1	1069	7.5	837	5.9	14248

APPENDIX C

(GET SET DAY CARE)

GET SET DAY CARE SOCIAL SERVICE COMPONENT

1976-1977

During the period covered by this report, Get Set Day Care provided service to more than 4500 children at 92 sites. Social Service Support was provided to the families of these children by a staff of 62 Social Service workers. Most of these workers were paraprofessionals and were given assistance by six of ten professionally trained Unit Leaders. (Four Unit Leader positions were vacant during the reporting period.) A Casework and Training Supervisor provided ongoing training, consultation and assistance to all of the Social Services staff, and a Social Services Coordinator had overall administrative responsibility for the component.

Data were collected from the Get Set record form "Social Services Personal Monthly Report". This form included data similar to that reported by other programs on the form designed by ECEU, but differences in the format did not permit the inclusion of certain categories of information.

A summary of the reports appears in Table C-1, which displays the relationship between the areas in which parents needed help and the method that was used to provide service. When the "Area in Which Help was Needed" was not specified in the Monthly Report, they were recorded in the Program Information/Home School Liaison category. This may, in part, account for the high tallies in this area. The mode of contact with parents was predominately by telephone (54%). Conferences at the Center account for 41% of the contacts, and another 5% were categorized as Home Visits.

Because of the unique reporting form used in Get Set, it was not possible to be more specific in the analysis of worker-parent contacts. However, it was possible to examine information about the emphasis that was placed on the type of worker-parent interaction. Data displayed in Table C-2 summarizes all contacts, with parents and others.

More than 53% of the total 43,903 contacts involved direct relationship with Get Set families. Within this group, Home Visits accounted for 2.6% of the overall total with Center Contacts and Phone Contacts accounting for 22% and almost 29% respectively. The remaining 47% of the reported contacts involved program personnel and personnel from other agencies. In this case, the modes of contact were spilt almost evenly between Phone and Center Contacts. This non-parent group of contacts may have involved staff training, referrals and conferences with teachers and supervisory personnel.

It appears that the contacts made by Social Services Staff were almost evenly divided between parent and non-parent, and in both cases the telephone was used somewhat more frequently than were face to face contacts.

Table C-3 displays the mode of contacts for the parent and non-parent categories for each reporting site or site group. There is great variation among centers in both the total numbers of contacts and the way those contacts were categorized. These data are presented for the use of Get Set program personnel who best understand the workings of the individual centers and, in making decisions, can account for the many variables involved such as center size and staffing patterns.

TABLE C-1

GET SET DAY CARE

AREAS IN WHICH PARENTS NEEDED HELP AND THE METHODS EMPLOYED BY SOCIAL SERVICE WORKERS TO GIVE HELP

Areas in Which Help was Needed	Method of Giving Help							
	Parent Contacts by Phone Only		Home Visits		Parent Conferences at Center		Total Contacts	
	N	%	N	%	N	%	N	%
Child's Attendance Problems			238	1.0			238	1.0
Child's Physical Health			36	.2			36	.2
Child's Mental Health							0	0
Family Problems			72	.3			72	.3
Program Info. Home/ School Liaison	12564	53.6	838	3.6	7790	33.3	21192	90.5
Information About Community Agencies								
Admissions and Recruitment					1882	8.0	1882	8.0
TOTALS	12564	53.6	1184	5.1	9672	41.3	23420	100

TABLE C-2

SUMMARY OF PARENT CONTACTS AND NON-PARENT CONTACTS
REPORTED BY GET SET DAY CARE SOCIAL SERVICE PERSONNEL
1976 - 1977

	Contacts with Parents		Non-Parent Contacts (Contacts with Program Personnel and Personnel from other Agencies)		
	N	%		N	%
Home Visits	1184	2.7	Phone Contacts	10564	24.1
Phone Contact	12564	28.6	Center Contact	9919	22.6
Center Contact	9672	22.0	Sub Total	20485	46.7
Sub Total	23420	53.3			

Grant Total (Parent Contacts
Plus Non-Parent Contacts)

43905

TABLE C-3

GET SET DAY CARE

TYPES OF PARENT AND NON-PARENT CONTACTS
MADE BY SOCIAL SERVICE WORKERS 1976-1977

Sites	Contacts with Parents				Contacts with Program Personnel And Personnel from Other Agencies			Grand Total (Parent Contacts Plus Non-Parent Contacts)
	Home Visits	Phone Contacts	Center Contact	Total	Phone Contacts	Center Contact	Total	
Allegheny Av. Bapt.	4	98	100	202	145	142	287	489
Bartram Vill., First Bapt.	6	330	380	716	122	117	239	955
Berean Presby.	25	169	217	411	178	157	335	746
Bethune Annex	17	131	174	322	215	200	415	737
Bright Hope	2	242	232	476	33	74	107	583
Calvary Episc. (Mt. Pisgah)	28	70	92	190	196	105	301	491
Carver	16	18	22	56	14	9	23	79
Childs Mem., Friends Guild	74	120	129	323	146	124	270	593
Christ Luth.	*							
Cookman Mem.	0	270	125	395	117	125	242	637
Coretta King	5	53	65	123	111	68	179	302
Cornerstone Bapt.	40	415	223	678	303	459	762	1,440
Corpus Christi	3	425	234	662	153	100	253	915
Crucifixion, Hawthorne	2	188	250	440	355	636	991	1,431
Elmwood Comm., Mt. Zion	10	189	136	335	84	71	155	490
Emmanuel Meth. (Brown) Morris Brown	1	30	34	65	78	112	190	255

TABLE C-3

GET SET DAY CARE

TYPES OF PARENT AND NON-PARENT CONTACTS
MADE BY SOCIAL SERVICE WORKERS 1976-1977

Sites	Contacts with Parents				Contacts with Program Personnel And Personnel from Other Agencies			Grand Total (Parent Contacts Plus Non-Parent Contacts)
	Home Visits	Phone Contacts	Center Contact	Total	Phone Contacts	Center Contact	Total	
Emmanuel Meth. (York) Foster Mem	42	117	11	170	74	33	107	277
Enon Tab., Jones Meth.	7	105	71	183	91	88	179	362
First African	8	176	121	305	137	141	278	583
First Methodist	0	185	107	292	121	113	234	526
Gloucester House	63	183	146	392	250	178	428	820
Good News G.S.	20	226	149	395	292	217	509	904
Grace Lutheran	*							
Greater Zion, Saint Jakobus	34	305	156	495	46	29	75	570
Harrison Plaza	*							
Hattal-Taylor, Mt. Zion (Ritten)	*							
Haverford Center	5	70	87	162	48	59	107	269
Holy Communion	65	150	139	354	192	219	411	765
Holy Cross, Church of God	2	211	191	404	154	193	347	751
Holy Trinity, Smith School	4	285	185	474	177	193	370	844
House of Prayer	0	54	37	91	123	123	246	337
Houston Comm., Russell Taber.	2	405	447	854	503	412	915	1,769

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TABLE C-3

GET SET DAY CARE

TYPES OF PARENT AND NON-PARENT CONTACTS
MADE BY SOCIAL SERVICE WORKERS 1976-1977

Sites	Contacts with Parents				Contacts with Program Personnel And Personnel from Other Agencies			Grand Total (Parent Contacts Plus Non-Parent Contacts)
	Home Visits	Phone Contacts	Center Contact	Total	Phone Contacts	Center Contact	Total	
Jones Memorial	2	101	54	157	197	139	336	493
Liddonfield, Advent Lutheran	*							
Lutheran Sett.	*							
Macedonia Bapt.	41	160	212	413	283	272	555	968
Marshall School	*							
Meredith School, United Neigh.	97	110	113	320	304	360	664	984
Meth. Church Advocate	16	118	156	290	186	212	398	688
Metropolitan Bapt.	27	246	66	339	152	152	304	643
Moore Memorial, Clara Baldwin	*							
Most Blessed Sacra.	57	0	40	97	0	17	17	114
Mother of Sorrows	3	210	245	458	117	107	224	682
Nativity/Thankful Bapt.	3	20	15	38	34	37	71	109
Nebinger	30	567	541	1,138	84	83	167	1,305
New Thankful	8	189	110	307	103	83	186	493
Norris Square, St. Lukes	71	327	131	529	254	125	379	908
Open Door/Johnson Homes	2	44	39	85	37	44	81	166

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TABLE C-3

GET SET DAY CARE

TYPES OF PARENT AND NON-PARENT CONTACTS
MADE BY SOCIAL SERVICE WORKERS 1976-1977

Sites	Contacts with Parents				Contacts with Program Personnel And Personnel from Other Agencies			Grand Total (Parent Contacts Plus Non-Parent Contacts)
	Home Visits	Phone Contacts	Center Contact	Total	Phone Contacts	Center Contact	Total	
Parkside YMCA	21	401	347	769	169	228	397	1,166
Potter School	34	104	83	221	48	103	151	372
Reformation Luth.	0	549	220	769	442	307	749	1,518
Ressurection	9	252	224	485	213	126	339	824
St. Barnabas	1	162	170	333	164	131	295	628
St. Bartholomew	27	194	131	352	341	254	595	947
St. Joseph	19	26	159	204	53	288	341	545
St. Mary	10	233	69	312	367	69	436	748
St. Matthew	0	555	295	850	181	153	334	1,184
St. Paul	21	30	189	240	46	275	321	561
St. Philip's/Vine Memorial	22	355	155	532	93	159	252	784
St. Stephen	3	120	195	318	268	228	496	814
St. Vincent, Trinity United	0	90	45	135	66	66	132	267
Sarah Allen	94	195	285	574	216	292	508	1,082
Seventh St. Meth.	14	358	154	526	161	104	265	791
Tabernacle Luth.	2	284	249	535	222	145	367	902

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TABLE C-3

GET SET DAY CARE

TYPES OF PARENT AND NON-PARENT CONTACTS
MADE BY SOCIAL SERVICE WORKERS 1976-1977

Sites	Contacts with Parents				Contacts with Program Personnel And Personnel from Other Agencies			Grand Total (Parent Contacts Plus Non-Parent Contacts)
	Home Visits	Phone Contacts	Center Contact	Total	Phone Contacts	Center Contact	Total	
Thankful Bapt.	8	189	110	307	103	83	186	493
Third Christian	*							
Tindley Temple	7	190	152	349	379	226	605	954
Wayland Temple	32	118	98	248	91	72	163	411
Wilson Park	4	73	62	139	151	169	320	459
Wynnfield	4	84	83	171	135	33	168	339
YMCA (Christian)	6	232	76	314	209	145	354	668
Zion Hill	4	458	139	601	239	135	374	975
TOTAL	1,184	12,564	9,672	23,420	10,564	9,919	20,485	43,905

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APPENDIX D

(PREKINDERGARTEN HEAD START)

PREKINDERGARTEN HEAD START
SOCIAL SERVICE COMPONENT
1976-1977

Social Service support was provided to the families of the 846 children attending Prekindergarten Head Start centers through a staff of three Social Service Workers and a Social Service Coordinator. Each worker had the responsibility for a "cluster" of centers, and data relating to the workers' interactions with parents and program staff were collected on a quarterly basis. Two training sessions were conducted with the Social Service staff, and close contact was maintained with the Social Service Coordinator during the September 1976 -- June 1977 data collection period.

A summary of these data appear in Table D-1 which displays the relationships between the areas in which parents needed help and the method that was used to provide service:

Concerns about a child's lack of regular attendance were most commonly handled through a Home Visit (15.8% of total contacts) or a phone call (15.2%). In cases dealing with Admission and Recruitment, a phone call was the primary mode of contact (13.9% of total), a Home Visit was second (11%) and a conference at the center was third (7.6%) "Program Information" followed this same pattern although it accounte for far fewer contacts.

Table D-2 displays information relating to the types of presenting problems to which Social Service Workers responded. Data is presented separately for each "Cluster" so that Prekindergarten Head Start program staff may make comparisons between "Clusters." Such comparisons should take into account other variables such as the number of families in a cluster and staffing patterns.

TABLE D-1

PREKINDERGARTEN HEAD START

AREAS IN WHICH PARENTS NEEDED HELP AND THE METHODS EMPLOYED BY SOCIAL SERVICE WORKERS TO GIVE HELP

Areas in Which Help was Needed	Method of Giving Help							
	Parent Contacts by Phone Only		Home Visits		Parent Conferences at Center		Total Contacts	
	N	%	N	%	N	%		%
Child's Attendance Problems	592	15.2	617	15.8	252	6.5	1461	37.4
Child's Physical Health	54	1.4	98	2.5	16	.4	168	4.3
Child's Mental Health	0	.9	4	.1	0	0	4	.1
Family Problems	37	.9	71	1.8	83	2.1	191	4.9
Program Info. Home/ School Liaison	298	7.6	178	4.6	136	3.5	612	15.7
Information About Community Agencies	47	1.2	58	1.5	96	2.5	201	5.1
Admissions and Recruitment	541	13.9	431	11.0	296	7.6	1268	32.5
TOTALS	1569	40.2	1457	37.3	879	22.5	3905	100.0

TABLE D-2

PARENTS CONTACTS MADE BY PREKINDERGARTEN HEAD START SOCIAL SERVICE WORKER
RELATED TO TYPES OF PRESENTING PROBLEMS

SITE	CHILD ATTENDANCE		CHILD'S PHYSICAL HEALTH		CHILD'S MENTAL HEALTH		FAMILY PROBLEMS		HOME/SCHOOL LIAISON		NEED FOR INFORMATION ABOUT COMTY. AGENCIES		ADMISSION AND RECRUITMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Cluster A[1.]	755	45.3	43	2.6	0	0	104	6.2	258	15.5	101	6.1	404	24.2	1665
Cluster B[2.]	359	34.9	95	9.2	0	0	73	7.1	78	7.6	65	6.3	360	35.0	1030
Cluster C[3.]	347	28.7	30	2.5	4	.3	14	1.2	276	22.8	35	2.9	504	41.7	1210
Total	1461	37.4	168	4.3	4	.1	191	4.9	612	15.7	201	5.1	1268	32.5	3905

1. Cluster A includes the following centers:

   Bethel Presbyterian
   Greater Mount Olive
   Hartranft
   Most Precious Blood
   Our Lady of Mercy
   Stanton School

2. Cluster B includes the following centers:

   Darrah
   Drew
   Ludlow
   McMichael
   St. Francis DeSales
   St. John Methodist

3. Cluster C includes the following centers:

   Duckrey
   Fitler
   Fitler/Kelly
   Fulton
   Peace Lutheran
   St. John United

School _____ 1/24/77

Month _____

FOLLOW THROUGH

SCHOOL COMMUNITY COORDINATOR (continued)

1. How many Follow Through families did you initially identify as needing help of a social service nature this month? (e.g., help in using community agencies; help with family problems, etc.) Do not include families who you have previously identified as needing help. _____
2. How many of these Follow Through families (included above) were given help this month? _____
3. Please indicate the types of help given in the chart below: (Include all Follow Through families.)

	Ways In Which Help Was Given							
Areas In Which Help Was Given	No. of Parent Contacts by Phone Only	No. of Home Visits	No. of Parent Conferences at Center	No. of Contacts with Other Agencies	No. of Persons Referred	No. of Cases Where You Acted on the Child/ Adult's Behalf	No. of Conferences with Staff	No. of Counseling Sessions with Families or Individuals
Child Attendance Problems								
Child's Physical Health								
Child's Mental Health								
Family Problems								
Program Info. Home-Schl. Liaison								
Info. About Community Agencies								
Admissions								
Recruitment								

4. How many Follow Through families received their initial home visit this month? _____
5. What is the total number of Follow Through families at your school? _____
6. How many families were contacted 1-3 times? _____
7. How many families were contacted 4-6 times? _____
8. How many families were contacted more than 6 times? _____
9. How many families did you work with this month to follow up on a previous problem? _____

Include All Follow Through Families